

I. PROJECT IDENTIFICATION

1. PROJECT TITLE  
**BASIC RURAL EDUCATION**

2. PROJECT NO. (M.O. 1095.2)  
**520-11-670-228**

3. RECIPIENT (specify)  
 COUNTRY **Guatemala**  
 REGIONAL  INTERREGIONAL

4. LIFE OF PROJECT  
 BEGINS FY **75**  
 ENDS FY **79**

APPENDIX ATTACHED  
 YES  NO

5. SUBMISSION **2/14/75**  
 ORIGINAL  REV. NO. \_\_\_\_\_  
 CONTR./PASA NO. \_\_\_\_\_

*PDAAA-935-A1*

II. FUNDING (\$000) AND MAN MONTHS (MM) REQUIREMENTS

A. FUNDING BY FISCAL YEAR	B. TOTAL \$	C. PERSONNEL		D. PARTICIPANTS		E. COMMODITIES \$	F. OTHER COSTS \$	G. PASA/CONTR.		H. LOCAL EXCHANGE CURRENCY RATE: \$ US 1 Quetzal		
		(1) \$	(2) MM	(1) \$	(2) MM			(1) \$	(2) MM	(1) U.S. GRANT LOAN	(2) COOP COUNTRY	
										(A) JOINT	(B) BUDGET	
1. PRIOR THRU ACTUAL FY	-	-		-		-	-	-		-	-	-
2. OPRN FY	330	238				30	62	238				
3. BUDGET FY	592	403		19		11	159	403				260
4. BUDGET +1 FY	373	265		21		-	87	265				962
5. BUDGET +2 FY	53	29		10		-	14	29				
6. BUDGET +3 FY	-	-		-		-	-	-				
7. ALL SUBQ. FY	-	-		-		-	-	-				
8. GRAND TOTAL	1348	935		50		41	322	935				1,222

9. OTHER DONOR CONTRIBUTIONS

(A) NAME OF DONOR	(B) KIND OF GOODS/SERVICES	(C) AMOUNT
UNICEF	Training and Equipment	\$885,000
UNESCO	Technical Assistance	\$700,000

10. ORIGINATING OFFICE CLEARANCE

1. DRAFTER	TITLE	DATE
PCWright / WHerriot / RCQuilter / FJKeheflick / FWSchieck / EWCoy <i>EJC</i>		2/14/75
2. CLEARANCE OFFICER	TITLE	DATE
Edward W. Coy <i>Edward W. Coy</i>	USAID Director	2/14/75

11. PROJECT AUTHORIZATION

1. CONDITIONS OF APPROVAL

CS

BG

GW

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ACTION FILE

2. CLEARANCES

BUR/OFF.	SIGNATURE	DATE	BUR/OFF	SIGNATURE	DATE
LA/DP	L. Harrison (draft)		LA/MRSD	D. Lion (draft)	
LA/OPNS	C. Uyehara (draft)		LA/CEN	D. Lazar (draft)	
GC/LA	I. Levy (draft)		LA/DR	B. Sidman/M. Dagata	

3. APPROVAL AAS OR OFFICE DIRECTORS

SIGNATURE	DATE
<i>Herman Kleine</i>	2/11/75
TITLE	
Deputy U.S. Coordinator	

4. APPROVAL A/ID (See M.O. 1025.1 VI C)

SIGNATURE	DATE
ADMINISTRATOR, AGENCY FOR INTERNATIONAL DEVELOPMENT	

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SUMMARY

ST/AT The project proposed in this PROP is directed towards assisting the Government of Guatemala develop an implementation plan and organizational capability to undertake its non-formal program for rural Guatemalans. This project is an outgrowth of an AID sponsored GOG experiment in adult non-formal education programs directed at developing the individual and improving the quality of life in the rural areas. Financing for this project is requested for a period of five years and will cover technical assistance, commodities and participant training. Project assistance will be concentrated on: developing techniques for collecting baseline data, preparing an implementation plan, designing, testing and producing instructional materials, training program personnel, and developing necessary feedback/evaluation management systems.

PROJ  
ADM  
REU The National Board for Non-Formal Education through its Secretariat will be responsible for administering the project. The Board is a new council to be created under the initiatives of the 1975-79 GOG Development Plan. It will be responsible for coordinating the various public sector non-formal education activities and for developing and operating regional programs under which the on-going activities will be complemented by various mass media techniques. In accordance with the priorities of the Development Plan, initially these activities will be concentrated in the Highland region.

It is expected that the GOG activities supported by this PROP will be the subject of future AID loan financed assistance to non-formal education. Other international donors are presently presenting proposals complementary to this one to provide coordinated assistance to the GOG for this activity.

I. BACKGROUND

In 1970, the Government of Guatemala approved a five-year development plan (1971-74) which represented a considerable departure from previous development efforts. For the first time, large amounts of money were allocated for rural development and major changes were made in the approach and structures of public institutions operating within the rural sector. With the establishment of the Plan, priorities were shifted from investments in primary infrastructure to programs aimed at directly improving the traditional rural sector, i.e., those which would have a substantial impact on improving the quality of rural life. In order to assist the Government of Guatemala in reaching the rural poor, AID responded with a series of loans and grants which supported innovative GOG development programs in agriculture, health and education.

In recognition of the importance of functional education, AID has joined the Government in making significant investment in programs addressed to fundamental rural education problems, including the

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appropriate philosophy and content of basic education in the development setting. These programs are addressing problems in both the formal and non-formal education sub-sectors and include:

- Training teachers and technicians.
- Creation of a system of regional schools to provide in-service training, supervision, and materials distribution.
- Research in the controlled use of various audio visual media including limited range (broad band) radio directed to increasing production of basic food crops among homogeneous population and geographic areas.
- Castellization.

Under the rural primary education Loan (S20-L-015) and complementary grant programs, AID has assisted the GOG in developing a practical, problem solving rural education methodology. The objective is to make the existing formal rural education system more productive and efficient by providing the students with an education adapted to their rural socio-economic and development needs. A major element of the program has been the development of curricula and school facilities which make possible the integration of formal and functional education activities. In addition, the program has emphasized the training of teachers in the use of problem solving exercises as vehicles for teaching mathematics, science, home economics, agriculture, etc. The program has provided financing for two normal schools and 31 rural regional schools (service centers).

To expand and institutionalize the qualitative improvements in rural education described above, the Mission is proposing a new loan for FY 1975.

#### 1975-79 GOG Development Plan

In reaching a balance between educational needs and financial and human limitations, the 1975-79 Development Plan proposes a two-pronged education approach:

- first, a gradual expansion of the formal education system with emphasis on qualitative improvements and increased efficiency.
- second, through non-formal education (NFE) to reach those who have limited access to the formal system with an education relevant to their needs within the context of the Development Plan.

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The program proposed herein supports this new initiative in the non-formal area. The specific objectives of NFE are to provide the rural population with an education which:

- permits effective participation in the development process; acquiring knowledge, habits and attitudes promoting the solution of basic individual, family and social problems;
- provides the manual, technical and professional skills required to reach the plan's objectives;
- facilitates improved labor mobility, and
- promotes the creation of national unity while preserving existing cultural values.

While the plan takes a logical approach to the problem and presents a detailed outline of the program, any attempt to overcome some of the impediments to rural economic and social development which arise because of the lack of communications, physical population dispersion and the diversity of cultures, languages, and agricultural practices is by definition a complex undertaking. Recognizing this and the fact that experience has been gained with similar programs in other countries, the GOG requested the collaboration of AID and other donors in formulating and implementing this program.

At the invitation of the GOG a conference was held the week of January 20, 1975 involving representatives of the IDB, UNDP, UNESCO, UNICEF, AID, Stanford and Michigan State Universities to analyze and comment on the GOG proposal for NFE. It was the conclusion of the conferees that it merited bilateral and multilateral support.

## II. PROJECT RATIONALE

Stemming from the Agency's concern for developing innovative approaches to the solution of the educational needs of the rural masses, Guatemala was selected in 1973 as a site for an experimental program called Basic Village Education. This program employs the controlled use of various audio-visual media, including limited range (broad band) radio, directed towards increasing production of basic food crops among homogeneous populations and geographic areas. It is designed to provide information on the relative cost effectiveness of various mixes of communication media in supplementing the work of extension agents to influence changes in attitudes and practices among rural Ladinos and Indians. While final program evaluation of various media mixes and treatments in both Indian and non-Indian areas will not be available until 1976 and 1977, preliminary findings indicate extraordinary audience interest and significant improvement in the level of knowledge and receptivity to change.

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On-going BVE project activities are providing experience in base-line investigations, program design, time-sampling, training, administration, and program feedback and evaluation techniques. The project is also providing tested facilities and field operating experience which can be drawn upon in selecting optimum broadcast-monitor delivery combinations and designing the organizational structure for implementing an expanded program. The preliminary results of this study have country-wide implications as recognized in the GOG plan and have attracted the interest of international donor agencies. Even though continuing to operate as a separately controlled experiment through CY 1976, the GOG plans to use BVE as an operational model for its national NFE program.

On the basis of experience gained from the BVE project and observations of similar programs in other countries, sufficient technical resources must be committed to the project at the earliest opportunity. In order to implement the NFE plan the following major activities must be undertaken to lay the foundation for field implementation of a non-formal education program:

1. Operations Pre-Planning
2. Regional overview of the Highland area
3. Identification of priority areas
4. Field investigations
5. Program design
6. Organizational Development
7. Personnel Selection and Training
8. Programming and Materials Development
9. Hardware Procurement and Installation
10. Program Start-Up and Operation
11. Program Management and Evaluation

While the Plan proposes a key role for non-formal education, it recognizes also that for achievement of its objectives, the NFE and formal education systems are complementary and mutually supportive. Interaction between the two systems is especially important in the areas of provision of physical infrastructure for facilitating outreach of the NFE program and the availability of rural teachers to serve as local change agents. AID's FY 1975 rural education loan includes as

a major element the in-service training of approximately 5,600 rural teachers which will better prepare them to be catalysts for the promotion and implementation of the NFE program as well as supporting the GOG's efforts to improve the formal system. Successful implementation of the in-service training program within the proposed disbursement period of the loan will require early initiation of the development of teacher training packages, training of teacher trainers and preparation of revised normal school curricula. Accordingly, a program element has been included herein to fund through FY 1976 technical services to complete these activities.

### III. GENERAL OPERATION OF THE PROJECT

#### A. GOG Organization

The non-formal education program, as outlined in the 1975-1979 Development Plan, will incorporate and coordinate the on-going non-formal education program of various government agencies under the direction of a National Board of Non-Formal Education. The members of this board will include the Vice-Ministers of Education, Agriculture, Health, the Manager of INTECAP, the Directors of DIGESA, Community Development, Army Education Programs, and a representative of the National Planning Council. The principal objective of this central coordinating committee will be to see that the various GOG projects in non-formal education reinforce one another with minimal duplication of effort. This will be done on a regional basis to optimize the contribution of these projects to the GOG development scheme.

Directly under the National Board for Non-Formal Education, the GOG plans to have a Coordinating Secretariat and four Regional NFE Program Coordinators, covering the Highlands, South Coast, Eastern, and Central-North regions. While coordination of on-going activities will be carried out in the four regions, implementation of the new NFE program will take place in the priority Highland area during the life of the plan. Below the regional level in the Highlands will be a supervisory structure which will directly oversee field operations. (A complete description of the NFE program is included in Annex A.

The above GOG organization will need considerable assistance in developing this program. Since the cost and time required for systems development and program preparation are beyond the available grant resources of any one donor agency, the interested donors agreed that each could share a portion of the load, providing that there would be a full time team leader to coordinate their various inputs.

#### B. Proposed AID Assistance

In support of the GOG's initial program design and planning

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efforts, and with the concurrence of other interested donors, AID proposes to focus its assistance on the pre-implementation period. The proposed AID contribution, as detailed in the Inputs Section of this Proposal, consists in technical assistance and general support expenses for the AID financed technicians starting as soon as possible in 1975. Principal AID inputs are scheduled during CY 1976 and overlapping with proposed UNESCO TA support. AID would also provide throughout the implementation period a liaison officer who will coordinate the AID technical assistance inputs with those of other donor agencies.

### C. Other International Donors

The interest and stated intention of UNICEF, UNESCO, and other agencies to participate in the project and coordinate their contributions makes possible additional studies, training and project organization required before program implementation. However, the lead time of these agencies is such that the bulk of their equipment and technical assistance cannot be on hand before the first quarter of CY 1976. These agencies have expressed their intention to provide consultants to the GOG during the second quarter of CY 1975 to advise on the structure and management of the GOG administrative organization (the National Board for Non-Formal Education and its Secretariat). UNICEF has proposed funding starting at \$135,000 in FY 1975, \$150,000 in FY 1976, and \$200,000 annually for the succeeding three years, funds being equally divided between equipment and training costs. UNESCO has proposed funding of technical assistance up to \$175,000 annually beginning in 1976 for four years.

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#### IV. PROJECT DESCRIPTION

This project will finance technical assistance and some commodities and participant training to assist the GOG in carrying out the basic planning for and implementation of a new non-formal education program directed at the rural poor in the Highlands region. The project structure is quite similar to the AID-financed Basic Village Education project, and will utilize monitors, working with local groups, to transmit a variety of educational/vocational messages communicated through radio and audio-visual materials. Whereas an overall administrative and organizational structure for the new NFE program has been defined by the GOG in its 1975-79 Education Sector Plan, a major organizational and technical effort must be undertaken before the program can become operative. A detailed work plan covering necessary activities was prepared during the course of a conference held the week of January 20, 1975 in Guatemala, attended by representatives of various international donor agencies, independent experts, and the staff of the GOG's Planning Council. From this has come agreement on overall technical assistance requirements and sources of such assistance. The following plan was developed as a result of these agreements and has been concurred in by the GOG.

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**NARRATIVE SUMMARY**

**OBJECTIVELY VERIFIABLE INDICATORS**

Program or Sector Goal:

To provide learning tools, skills, and information for rural Guatemalans to improve themselves and enable them to play a more positive role in the socio-economic development of their community, region, and nation.

Measures of Goal Achievement

40% increase in numeracy rates among NFE participants by 1978.

20% increase from baseline data in demand for and use of GOG and other health, agriculture, and educational services/programs among participants by 1978.

35% increase among NFE program participants in community self-help activities and development projects by 1979.

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MEANS OF VERIFICATION

IMPORTANT ASSUMPTIONS

INCAP studies of nutritional quality of basic foods and periodic dietary consumption surveys.

National Economic Planning Council statistics on demand for GOG health, agriculture and education services in target area.

NFE Secretariat surveys of behavioral characteristics and changes occurring in target areas.

MOE data from NFE literacy and numeracy tests.

Rural Guatemalans desire to participate in the NFE program and that the learning tools, skills and information are adequate to meet their needs.

That the GOG will have access to and commit sufficient resources to continue to develop and implement the NFE program so that it will reach rural Guatemalans in the Highlands area.

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## NARRATIVE SUMMARY

## OBJECTIVELY VERIFIABLE INDICATORS

Project Purpose:

Establish a viable organization within the GOG having the operational capability and resources to effectively implement a low cost multi-sector program of non-formal education in the rural areas which will impact on the income and agricultural and health practices of the Highland people.

End of Project Status:

NFE organization operating radio-based programs in at least two Highland homogeneous culture/language zones and expanding its programs into new areas according to the activities and schedule contained in the overall implementation plan.

NFE personnel managing program, conducting baseline investigations, developing program material, operating information delivery, feedback and evaluation systems as specified in the implementation plan.

\*Specifically: (a) the organization will be concentrating its efforts on children age 10-14 who have no access to education and to men and women aged 15-45 who, though part of the economically active population (principally in the agricultural sector), do not have some of the basic skills necessary to function more efficiently.

(b) Baseline investigations coordinated and material designed and being tested, including but not limited to the areas of:

1. Health, nutrition, sanitation, and family planning;
2. Functional mathematics;
3. Work related training-agriculture, marketing, cooperatives, credit, etc.
4. Conservation of national resources;
5. National language - Spanish; and
6. Social development - community organization, etc.

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MEANS OF VERIFICATIONEnd of Project Status:

Quarterly and annual reports of NFE Secretariat covering program status, cost effectiveness and expansion policy.

GOG National Budget.

AID Contractor's final report.

IMPORTANT ASSUMPTIONSAssumptions for Achieving Purpose:

The GOG and USAID continue to maintain collaborative relationships and their mutual interests in improving the lot of the rural poor.

The outputs specified are necessary components to develop non-formal education organization and programs which will positively affect the lives of rural Guatemalans in the Highland area.

Personnel identified under outputs will function effectively in the jobs for which they were trained.

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## NARRATIVE SUMMARY

## OBJECTIVELY VERIFIABLE INDICATORS

Outputs:

1. Completed GOG Program Implementation Plan for Non-Formal Education.
2. Personnel in following NFE organizational sub-divisions on board and functioning:
  - National Board for Non-Formal Education
  - Coordinating Secretariat
  - Regional Coordinating Staff
  - Technical Advisory Group
  - Field Investigations
  - Programming and Production
  - Radio Transmission Team
  - Field Operations Group
3. Capacity of organizational sub-divisions to perform work described below:
  - Technical Advisory Group and field investigators design and carry-out various baseline studies necessary for the development of long-range activities plan and materials programming.
  - Programming and Production Staff design, pre-test, and produce audio/visual/written materials necessary to implement NFE programs by means of various information delivery systems.

Magnitude of Outputs:

1. The completed NFE Program Implementation Plan contains:
  - long-range detailed activities plan
  - organizational structure design
  - manpower resources requirements
  - personnel training
  - operating procedures
  - development of program content and format.
  - NFE programming and materials production procedures.
  - information delivery systems designs
  - logistics plan
  - program financing requirements
  - management, reporting and evaluation systems
 (Foregoing plan judged acceptable by the GOG and international donors.)
2. Personnel on board and functioning:
 

11 - Coordinating Secretariat	*
6 - Regional Coordinator Staff	(3)
16 - Technical Advisory Group	(1)
7 - Field Investigators	(16)
35 - Programming and Production Staff	(7)
4 - Radio Transmission Team	(35)
1 - Field Operation Group (6 supervisors and 225 monitors)	(4)
	(231)

\*trained by technical assistance personnel

3. Following studies developed by NFE organization:

- Inventory of Highland Region: existing NFE infrastructure, programs and personnel, (i.e. radio, electricity, "service centers", formal education

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## NARRATIVE SUMMARY

## OBJECTIVELY VERIFIABLE INDICATORS

- facilities).
- Identification of homogenous zones and selection of areas for project implementation.
  - Needs and motivations of the target group.
  - Learning and behavioral objectives of the program.
  - Production capacity for printing materials.
  - Personnel capacity for project implementation.
  - Existing materials in the field of self instruction and cost implications of alternative strategies.

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MEANS OF VERIFICATION

Means of Verifying Outputs:

Studies and periodic reports of the Coordinating Technical Secretariat.

Reports of UNESCO assistants.

Reports of USAID contractor.

USAID observations.

IMPORTANT ASSUMPTIONS

Assumptions for Achieving Outputs:

The National Board for Non-Formal Education (National Junta) will be created by May 1975 and will be effective in developing operating policy and directives for non-formal education.

The Coordinating Secretariat will be organized and adequately staffed by June 1975.

That the Inputs of the GOG and the participating international donors will be adequately coordinated and provided in a timely manner.

D. Statement of Project Inputs1. A. I. D.

The U.S. will provide up to U.S. \$ 1,348,000 in grant funds for the following:

a. Technical Assistance:

## (1) Technical Assistance Coordinator

-to provide long-term continuity and coordination of the USAID inputs

-to advise GOG (in conjunction with Guatemalan counterparts, NFE specialist and other donor agencies) on program planning and development.

## (2) NFE specialist (periodic)

-to advise in development of the plan for program implementation, determination of information delivery systems appropriate to program needs, selection of areas for phasing of program implementation, and development of program feedback and evaluation systems.

## (3) Interdisciplinary group of investigators and specialists

-to serve as counterparts and consultants to a Guatemalan interdisciplinary team in the design, conduct, analysis and interpretation of field investigations in areas to be included in the first phase of program implementation and to determine target audience and specific program goals and categories of program content for those areas.

-The foregoing to provide the model for use in field investigations during subsequent phases of program implementation.

- To include (in addition to periodic participation by the NFE specialist shown above) technical assistance in design of field investigations, computer programming and analysis, anthropology, sociology, linguistics, health and agriculture.
- (4) Communications specialist and economist (together with the above listed NFE specialist)
- to review and assess information delivery systems utilized in current and past NFE programs in Guatemala and other developing countries as the first step in developing the information delivery system for the program.
- (5) Communications hardware specialist
- to advise on hardware requirements, with specifications, for the program.
- (6) Production training group
- to develop guidelines and advise on facilities necessary for training program production staff.
- to assist in determining personnel needs, and in training trainers.
- to include specialists in communication, materials production, and training.
- (7) Radio engineer
- to assist in installation of audio production studios and radio broadcast equipment.

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- (8) Programming group to assist in developing and implementing programming (methodology, localized content, calendarization) and materials production systems.
- To include specialists in communications, visual arts, audio, anthropology, health, agriculture, and related fields.
- (9) Training specialist
- to assist in development of system for pre-service and in-service training of supervisors and monitors in the program.
- (10) Information retrieval specialists
- to serve as counterparts to a Guatemalan interdisciplinary team
  - to develop and implement feedback and evaluation systems for the program.
  - to include (in addition to the NFE specialist shown above) specialist in evaluation, and short-term assistance in sociology, data analysis, health evaluation, information retrieval, and related fields.
- (11) Secretarial and clerical support for USAID technical team.
- (12) Other short-term consultants to be supplied from such diverse fields as self-instruction materials, communication technology, print materials, and curriculum development.

b. Commodities (In support of AID financed training, investigation and systems development)

Equipment for materials production training facility.

(1) Audio production

-recording, editing and production.

(2) Visual aids production and studio equipment.

(3) Photographic equipment.

Radio communication system to link field staff with central office, including three transceivers and accessories.

Vehicles for support of technical assistance team.

Computer Services, including programming, card punching, computer time at 80/hr., extra print-outs, etc.

Local equipment fabrication, maintenance and repair for production training facility.

c. Local Personnel

(1) Evaluation assistant

(2) Secretary, administrative assistant, translator.

d. Participant Training

(1) Short-term

-to assist in adaptation of technical information into various types of educational materials utilizing audio/visual/print media.

## (2) Long-term

-to design and direct field investigation and evaluation.

-to manage information production center.

e. Miscellaneous support for Technical Assistance Staff

(1) Vehicle operation.

(2) Per-diem for local investigative staff.

(3) Materials and supplies.

(4) Office equipment.

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B. Kinds of Inputs

## Implementation Schedule

1. U.S.a. Technical Assistance

<u>Position</u>	<u>mm</u>	<u>\$</u>
1) Field team leader	39	195,000
2) NFE specialist	12	48,000
3) Social scientist (sociologist)	16	80,000
4) Anthropologist	6	24,000
5) Investigational design spec.	11	4,000
6) Computer programmer/ analyst	4	12,000
7) Linguists	4	16,000
8) Health specialist	5	20,000
9) Agriculture specialist	5	20,000
10) Communications specialist	13	65,000
11) Economist	1	4,000
12) Communications hardware spec.	2	8,000
13) Training specialist	24	96,000
14) Materials production spec.	3	12,000
15) Radio engineer	6	24,000
16) Visual arts specialist	6	24,000
17) Audio specialist	6	24,000
18) NFE evaluation specialist	12	60,000
19) Various consultant services	18	<u>72,000</u>
SUB-TOTAL		808,000

b. Commodities

1) Equipment for materials prod. trng.	8,000
2) Radio communications system	5,000
3) Vehicles - 4 (incl. shipment)	<u>28,000</u>
SUB-TOTAL	41,000

c. Services

1) Computer services	16,000
2) Misc. local services such as equipment fabrication, maintenance and repair	<u>2,000</u>
SUB-TOTAL	18,000

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	<u>mm</u>	<u>\$</u>
d. <u>Misc. Technical Assistance Support</u>		
-		
1) Vehicle operation		
2) Per-diem for local investigative staff		29,500
3) Materials & supplies for T.A. Team		9,400
4) Office equipment		1,900
5) Other direct support		5,500
		<u>8,000</u>
SUB-TOTAL		54,300
e. <u>Participant Training</u>		50,000
f. <u>Local Personnel</u>		
1) Evaluation assistant	48	54,000
2) Local secretarial assistance	59	17,700
3) Administrative Assistant	27	13,500
4) Translator assistance	27	13,500
5) Training team	36	28,000
		<u>28,000</u>
SUB-TOTAL		126,700
g. Overhead: (includes contractor's direct home office support costs)		250,000

SUMMARY

U.S. Technical Assistance	808,000
Commodities	41,000
Other Services	18,000
Misc. T.A. Team Support	54,300
Participant Training	50,000
Local Personnel	126,700
Overhead	<u>250,000</u>
GRAND TOTAL	<u>1,348,000</u>

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## 2. GOG

The GOG will provide:

- a. National Junta - operating expenses
- b. Secretariat for coordination including administrative, technical, accounting, and support staff.
- c. Technical staff for field investigation, feedback, and evaluation to include: anthropologist, sociologist, linguist, specialist in non-formal education, health specialist, agronomist, home economics specialist, data analyst, and translators.
- d. Field investigators and supervisors.
- e. Regional coordinator for Highlands with office support staff.
- f. Programming and production staff beginning in 1976.
- g. Operational staff for one radio station.
- h. Supervisors and monitors for one homogenous zone.
- i. Adequate office and other space facilities, secretarial and telephone services for central and regional offices.
- j. Office equipment, supplies and services for central and regional facilities.
- k. Training facilities.
- l. Per-diem, vehicle operation and maintenance, and related expenses for permanent GOG staff assigned to the program.
- m. Travel for participants.

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### 3. Other Donors

a. UNICEF plans to contribute funds for the following inputs:

- (1) Office equipment and materials
- (2) Vehicles
- (3) Audio-visual production equipment, materials, and field equipment
- (4) Training - monitors

b. UNESCO plans to contribute funds for technical assistance in materials content, communications, operations, training.

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Magnitude of Inputs

AID

A. Contract Services

	<u>man months</u>	<u>costs</u>	<u>total</u>
1. Research and Study Design Coordinator	39 mm		1,184,700
2. Social Scientists (sociologist, anthropologist, linguist, economist, NFE specialist)	51 mm		
3. Experimental Design Analysis Specialist (investigation design, computer programming)	5 mm		
4. Area Specialists (health, agriculture)	10 mm		
5. Material Production Specialist (visual arts, audio)	15 mm		
6. Training Design Advisor	24 mm		
7. Communications Technicians (communications specialist, radio engineer, hardware specialists)	21 mm		
8. TDY Support	18 mm		
9. Local Contract Services	197 mm		
10. Technical Assistance Contract Overhead			

B. Commodities

Equipment for materials reproduction		8,000	41,000
Radio communications system		5,000	
Vehicles (4)		28,000	

C. Participant Training

Short term in various aspects of NFE and Administration	20 mm		25,000
Long term	24 mm		25,000

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Other Costs

	man months	costs	total
Computer services		16,000	
Equipment-fabrication, maintenance, and repair		2,000	
Vehicle operation		29,500	
Per diem for local investigative staff		9,400	
Office equipment and supplies, etc.		15,400	72,300

GOG

1. National Junta			1,348,000
2. Secretariat (16 people and operations)		30,000	
3. Technical staff	384 mm	140,000	
4. Field investigators and supervisors	384 mm	110,000	
5. Regional coordinator and staff	168 mm	35,000	
6. Programming and production staff	120 mm	32,000	
7. Operation staff for radio station	840 mm	95,000	
8. Supervisors and monitors	96 mm	15,000	
9. Office space and services	5544 mm	210,000	
10. Office equipment, etc.		85,000	
11. Training facilities		90,000	
12. Per diem, vehicle operation, related expenses		175,000	
13. Participant travel		195,000	
		10,000	1,222,000

Other Donors

1. Technical Assistance (UN)		700,000	
2. Equipment (office, audio/visual, production) and vehicles (field staff) (UNICEF)		465,000	
3. Training (local) (UNICEF)		420,000	1,585,000

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MEANS OF VERIFICATION

IMPORTANT ASSUMPTIONS

Means of Verification of Inputs:

- Annual GOG Budget Evaluation.
- Reports of UNICEF and UNESCO regional representatives.
- Reports of USAID contractor.
- USAID documentation.

That the Government will choose to initiate the program and provide the necessary personnel and budgetary resources.

That the participating international donors receive approvals for their proposals to support this project.

FUNDING REQUIREMENTS - NFE SECTION  
(000)

FUNDING BY FISCAL YEAR	U.S.				GOG	OTHERS (UNICEF, UNESCO)
	TOTAL	PERSONNEL	PARTICIPANT TRAINING	COMMODITIES		
FY-75	330.0	237.9				
FY-76	591.65	403.0	18.75	29.9	62.2	260
FY-77	373.25	265.2	21.25	11.1	158.8	962
FY-78	53.1	28.6	10.00	-	86.8	
FY-79	-	-	-	-	14.5	
						375
GRAND TOTAL	1,348.0	934.7	50.0	41.0	322.3	1,222
						1,585

NFE Project Costs Work Sheet

T.A. Personnel

- 1) Field Team Leader
- 2) NFE spec
- 3) Social Scientist
- 4) Anthropologist
- 5) Invest. design
- 6) Computer prog/anal.
- 7) Linguist
- 8) Health
- 9) Agric.
- 10) Communications
- 11) Economist
- 12) Hardware
- 13) Training
- 14) Materials prod.
- 15) Radio Engr.
- 16) Visual Arts
- 17) Audio
- 18) NFE Eval.
- 19) S.T. consultants

SUB-TOTAL

Local Personnel

- 1) Eval. Assts.
- 2) Bilingual Secretary
- 3) Clerk Typist
- 4) Admin. Asst.
- 5) Translator
- 6) Training Team

SUB-TOTAL

Participant Training

Training in NFE techniques and administration

Commodities

- Materials production trng. equip.  
Radio Communication System  
Vehicles - 4

SUB-TOTAL

Total mm.	FY 75	FY 76	FY 77	FY 78	TOTAL
39	75	--	120	--	195
12	8	16	16	8	48
16	20	60	--	--	80
6	4	20	--	--	24
1	4	--	--	--	4
4	4	4	4	--	12
4	8	8	--	--	16
5	12	8	--	--	20
5	12	8	--	--	20
13	--	35	30	--	65
1	4	--	--	--	4
2	4	4	--	--	8
24	36	30	30	--	96
3	4	8	--	--	12
6	--	--	24	--	24
6	--	24	--	--	24
6	--	24	--	--	24
12	--	60	--	--	60
18	8	56	8	--	72
203	365	232	8		808
48	3	17	17	17	54
39	0.9	3.6	3.6	3.6	11.7
20	--	5.4	0.6	--	6
27	1.5	6.0	6.0	--	13.5
27	1.5	6.0	6.0	--	13.5
36	28	--	--	--	28.0
34.9	38.0	33.2	20.6		126.7
	18.75	21.25	10.0		50.0
3.9	4.1	--	--		8
5	--	--	--		5
21	7	--	--		28
29.9	11.1	--	--		41

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Other

Computer services  
Misc. local

SUB-TOTAL

T.A. Support

Vehicle operation  
Per Diem  
Materials and Supplies  
Office Equipment  
Other

SUB-TOTAL

Overhead

(including contractor's direct costs home office support costs)

Project Costs Summary

- A. T.A. Personnel
- B. Local Personnel
- C. Participant Training
- D. Commodities
- E. Other Services
- F. T.A. Support
- G. Overhead

TOTAL PROJECT COSTS

	FY 75	FY 76	FY 77	FY 78	TOTAL
Computer services	2	7	5	2	16
Misc. local	-	2	-	-	2
<b>SUB-TOTAL</b>	<b>2</b>	<b>9</b>	<b>5</b>	<b>2</b>	<b>18</b>
Vehicle operation	2	16	9	2.5	29.5
Per Diem	1.6	7.8	-	-	9.4
Materials and Supplies	0.5	1	0.2	0.2	1.9
Office Equipment	3	2.5	-	-	5.5
Other	1.5	4.1	1.6	0.8	8
<b>SUB-TOTAL</b>	<b>8.6</b>	<b>31.4</b>	<b>10.8</b>	<b>3.5</b>	<b>54.3</b>
Overhead	51.6	118.4	71	9	250
<b>TOTAL PROJECT COSTS</b>	<b>330.0</b>	<b>591.65</b>	<b>373.25</b>	<b>53.10</b>	<b>1348.00</b>

Projected Budget for GOG Contributions to NFE Project

	1975	1976	1977	1978	1979
Sueldos	45	400	600	1000	1300
Adiestramiento	35	100	250	350	420
Materiales	20	60	100	150	200
Mantenimiento	30	70	100	150	200
Viáticos	20	50	80	120	200
Inversión	50	200	100	50	160
Junta	15	15	15	15	50
Secretaría de Coordinación	45	67	129	133	156
	260	962	1,374	2,028	2,521

	GOC	UN	UNICEF	GRANT	AID
					LOAN
DIRECTION AND ADMINISTRATION					
OPERATING STAFF	X				
FIELD INVESTIGATORS	X				
OFFICE SPACE	X				
OFFICE EQUIPMENT	X				X
OFFICE MATERIALS					
OFFICE STAFF/SECRETARIES/DRIVERS/JANITORS			X		X
MONITORS	X				X
VEHICLES	X				
VEHICLE OPERATION/PER DIEM					
AUDIO/VISUAL PRODUCTION EQUIPMENT	X		X		X
AUDIO/VISUAL MATERIALS					X
PRODUCTION STUDIOS			X		X
A/V FIELD EQUIPMENT			X		X
EVALUATION					
DESIGN/DATA COLLECTION/ DATA PROCESSING AND ANALYSIS/ TECHNICAL ASSISTANCE AS PER CHART			X		X
MISCELLANEOUS TECHNICAL ASSISTANCE SUPPORT		X			X
TRAINING COSTS			X		X

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E. SPECIAL CONSIDERATIONS1. Environmental Considerationsa. Existing Conditions

Many of the environmentally adverse practices in the rural Guatemalan villages are the direct result of the villagers' socio-cultural limitations, the pressures of subsistence economics and the absence of village management of its natural resources. The combination of excessive population increases and relatively little net out-migration has forced most of the villagers to remain at subsistence levels and satisfy their increasing needs through expansions into more marginal hillside swidden agriculture. Because of the broken topography, soil characteristics and rainfall intensities, the present agricultural practices are inflicting serious damage on the village watersheds and causing significant losses in soil fertility through leaching and erosion.

b. Environmental Impact

The project has been reviewed for its possible environmental impact and no adverse effects are foreseen as resulting from its implementation. The NFE project should contribute towards the realization of several positive changes in the quality of village life and the village natural environment, especially in the areas of public health and sanitation and the conservation and use of agricultural resources. To help people in the rural areas increase their awareness of their environment, the content of non-formal programs will include information and instructions for improving crop production, soil conservation, improved irrigation and watershed practices, reforestation and other techniques for simultaneously improving agricultural productivity and protecting the natural resources. The programs will also include information and instructions in home economics and health and sanitation practices, so better use can be made of village resources.

c. Integration of Women in Development

The proposed NFE program recognizes the importance of including women in the rural development process and has indicated that a

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significant portion of the educational broadcasts will be aimed at and for the benefit of women. Programming for both sexes in the 10-14 year old group will provide an opportunity for increasing their knowledge and skills in mathematics, health, agriculture and community organization. There will be special programs for women in the 15-45 year old group which will emphasize self-improvement in home economics, sanitation, family planning and some professional training. The use of radio broadcasts, local family and village learning groups and monitors is expected to provide more opportunities for women to include the education activities with their normal routines. By increasing the education level of women and providing them with a greater exposure to such subjects as home economics, sanitation, child nutrition and family planning, they will be better equipped to grow with, participate in and contribute towards the total development effort.

F. SOLE SOURCE PROCUREMENT

In developing the outline of its non-formal plan, the GOG utilized the structure and approach of AID's Basic Village Education program as a basis for its expanded NFE program. It is intended that the BVE program will continue as a discrete operation through the period contemplated under AID's PROP (operations terminate in December 1976 with final evaluation due in June, 1977), with the organization being integrated into the overall NFE program once the experimental phase has terminated. Because the program proposed for financing hereunder in effect represents an expansion of BVE activities over a larger geographic area, the new program must be closely coordinated with continuing BVE activities so as to insure not only that the BVE experience effectively influences the expanded program, but also to protect the integrity of the BVE experiment until this phase is terminated. As a result, present AID-financed technicians working with BVE, most particularly the U.S. Chief of Party, will be closely involved with this coordination effort. For this reason, the Mission and the GOG believe that introduction of a new contractor for provision of the technical assistance to be financed hereunder would not be conducive to furthering this coordination effort. Accordingly, the GOG wishes to proceed on the basis of an amendment to the present Academy for Education Development (AED) contract for the necessary inputs.

Related to this is the question of availability of qualified technicians. For the most part, the skills required are sufficiently diverse (and limited in availability) that any contractor will be required to hire individuals who are known experts and who generally are working with different universities. AED has been particularly adept at locating and supplying highly qualified individuals for the BVE project and melding their inputs toward achieving common goals. This capability will be especially critical to the success of this project in view of the varied T.A. inputs required.

In view of the close relationship of the BVE project with the new NFE program, the Mission believes that the same contractor should be utilized for both projects. In reality, the increased T.A. requirements proposed hereunder logically represent an expansion of the AED contract and should be viewed in that light. Therefore, the Mission requests authorization to allow the GOG to proceed on the basis of an amendment to the AED contract to include responsibility for the AID-financed inputs to this project.

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<b>JOINT PROJECT IMPLEMENTATION PLAN PART I - WORK SCHEDULE</b>		1. COOPERATING COUNTRY Guatemala	2. PROJECT TITLE Rural Basic Education	3. PROJECT NUMB. 520-11-670-228	4. DATE (Month, Day, Year) 2/14/75
5. RESPONSIBLE PROJECT COORDINATOR USAID/Education Division		6. RESPONSIBLE COOPERATING COUNTRY AGENCY		7. COOPERATING SPONSOR	

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8. NO.	9. DESCRIPTION OF MAJOR ACTIONS OR STEPS	10. PRIMARY ACTION AGENT	11. TARGET DATES			12. TIME SPAN (Optional)						
			PREPARATORY ACTION	PHYSICAL START	PHYSICAL COMPLETION	FY- 75	FY- 76	FY- 77	FY- 78	FY- 79	FY-	
<b>U. S. TECHNICAL ASSISTANCE</b>												
	Technical Assistance Coordinator			7/75	10/78							
	NFE Specialist (12 one month assignments)			5/75	9/76							
	Social Scientist			8/75								
	Anthropologist			8/75 & 8/76			X					
	Investigational design specialist			8/75-12/75 & 1/76			X	X				
	Computer programmer/analyst						X	X				
	Linguists						X	X				
	Health specialist						X	X				
	Agriculture specialist						X	X				
	Communication specialist						X	X				
	Economist						X	X				
	Communications hardware specialist						X	X				
	Training specialist						X	X				
	Materials production specialist						X	X				
	Radio engineer			4/75	12/76							
	Visual arts specialist			7/76	12/76							
	Audio specialist			1/76	6/76				X	X		
	NFE evaluation specialist			1/76	6/76							
	Various consultant services			1/76	12/76							
<b>LOCAL CONTRACT PERSONNEL</b>												
	Evaluation assistant			7/75	10/78							
	Bilingual secretary			7/75	10/78							
	Clerk-typists (2)											
	Administrative assistant			4/75	6/77							
	Translation assistant			4/75	6/77							
	Training Team			8/75	11/76							



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JOINT PROJECT IMPLEMENTATION PLAN  
PART IV - PARTICIPANT REQUIREMENTS

1. COOPERATING COUNTRY

Guatemala

2. PROJECT TITLE

Rural Basic Education

3. PROJECT NUMBER

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4. DATE (Month, Day, Year)

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3. FIELD OF SPECIALIZATION	6. NO.	7. I/TYPE	8. PLANNED DEPARTURE DATE	9. DURATION OF TRAINING	10. FUND REQUIREMENTS (Shown in U.S. \$ Thousands or equivalent)															
					U.S.					COOPERATING COUNTRY										
					FY-75	FY-76	FY-77	FY-78	FY-	TOTAL	FY-	FY-	FY-	FY-	TO					
1) Adaptation of technical information into various types of educational materials	3	BX	9/75	4		3720	6250				15,000									
2) " with specialization in audio media	1	BX	9/75	2		2500					2,500									
3) " with specialization in visual parts	1	BX	9/75	2		2500					2,500									
4) " with specialization in printed material	1	BX	9/75	4		5000					5,000									
5) Design and direction of field investigations and evaluations	1	BX	8/76	12			10500	2000			12,500									
6) Informational materials production center management	1	BX	4/77	12			4500	8000			12,500									

Indicate by combination of letters if participants are: 1st - A - AID Directly Financed; B - Contract Financed; or C - Cooperating Country Financed.  
2nd - U - U.S. Training; T - Third Country Training or X - Combined U.S./Third Country Training

Rate of exchange  
U.S. \$1 =

ANNEX A

Summary of the Government of Guatemala's  
Non-Formal Education Program

I. Introduction

The 1975-79 Education Plan defines formal and non-formal education system as follows:

Formal - That education process which is carried out within a rigid, graded academic structure which moves from the primary to the university levels, and which confers credits which generally constitute prerequisites for students moving from one level to the next and for the granting of diplomas.

Non-Formal - Any other type of organized education activity which is carried on outside the formal system and which is characterized by the lack of age limitations, rigid grade structures, special educational establishments, and inflexible requirements for learning levels which must be achieved.

Two target groups for the NFE system are identified:

- children from the ages of 10-14 who have not had access to the formal education system; and
- men and women in the economically active population (EAP), aged 15-45, who have had no access to formal schooling, or who left the system before completion of primary school.

While the non-formal system will eventually be operated on a nationwide basis, activities over the life of the Plan will be concentrated in the Highlands where the bulk of the rural poor live.

The program also provides for an administrative mechanism which will have the capacity and authority to coordinate all public sector non-formal education programs being carried on by different ministries (e.g., health training, army literacy campaigns, small farmer vocational training, industrial vocational training, adult literacy programs, etc.). The objective of this coordination effort will be to reduce duplication of programs and insure that objectives complement Plan goals.

The specific goals of the non-formal program are stated as follows:

- contribute to attaining a higher standard of living by increasing personal income through education programs aimed at improving agricultural production practices, artisan activities, and health practices;

- expand educational opportunities principally to the rural population who have no access to formal education;
- utilize available resources more efficiently, by coordinating a system of educational services linking the ministries of the government engaged in non-formal education projects, such as the ministries of Education, Public Health, Agriculture, and Defense, as well as decentralized agencies such as Community Development and INTECAP;
- educate the population to be able to function more productively in the development process; and
- promote permanent education through programs which provide recipients with adequate, relevant information which can be effectively utilized.

## II. Basic Strategy and Policies

The NFE program will be initially focused on the Highlands and will be structured to support the GOG's agricultural development program. The education input will emphasize training of the rural work force taking into account the characteristics, interests and necessities of the target population. In addition, in order to promote greater social participation, the program will provide the rural population with the opportunity and impetus to organize so as to permit them to exercise greater influence over developmental decisions through the feedback mechanism which will be built into the program.

Through the coordination efforts of the program and the new NFE activity which will be initiated in 1976, the Plan envisages that 27.9% of the economically active population will be reached by all public sector non-formal programs in 1980 in contrast to the 6.6% reached in 1974. This objective will be reached by making all public sector programs more cost effective through upgrading the qualifications of educators, selection of educational content based on target group needs, improved educational procedures, and use of mass communication techniques to expand the impact of these programs.

## III. Target Area/Groups

The GOG will initiate the NFE program in the Highlands region in accordance with priorities set forth in its 1975-79 Development Plan. This area has a population of 1.6 million which is 30.7% of the national population. Of this group, 1.2 million are classified as rural dwellers, and 1.4 million are Indians. Almost half (46%) are under the age of 15, and of the school age population (7-14), only 33% are enrolled in school. Some 79% of the over 15 age group are illiterate. There are 2.13 classrooms and .1 teachers per 1,000 school-age children. Health conditions are primitive. Some 88% of the people are without potable water facilities, and 82% of the houses have no sanitary facilities. Infant mortality is high, 33%, and malnutrition is common. Over 90% of the people

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depend upon agriculture for a living, but 82% of the farms are classed as minifundia, which combined with lack of training in modern agricultural practices, results in low incomes and indiscriminate use of natural resources (erosion, etc.).

Two groups will receive priority attention under the NFE program. The first is the economically active population (ages 15-45, including men and women) in the agricultural sector who have not had access to primary education with priority going to those with lowest income. The other priority group is children between the ages of 10 and 14 that have not had access to primary school. During the 1976-80 period, 600,000 people will be reached by the program, as follows:

- men	15 - 45 years	225,000
- women	15 - 45 years	230,000
- children	10 - 14 years	145,000

#### IV. Program Operation

A National Board for Non-Formal Education will be created in early 1975 which will be responsible for coordinating and rationalizing all public sector non-formal activities. The Board will be composed of the Vice Ministers of all line ministries operating non-formal programs as well as the heads of autonomous agencies carrying on such activities. The executive arm of the Board will be a Coordination Secretariat which will be responsible also for directing the new NFE program. The Secretariat will be formed in early 1975.

Four regional coordinators will be appointed, one for each major geographical area of the country. The three outside the Highlands will perform only coordinating functions during the life of this project. Under the Highlands coordinator will be departmental (state) chiefs, then zone chiefs to whom local monitors will report. Eventually there will be two monitors (1 man and 1 woman) for each 25-30 families participating in the program.

This administrative structure is the framework for the delivery system which is expected to follow the general outline of that utilized by the BVE program. Basically, field investigations will be carried out to determine the needs of the target group in terms of perceived problems and educational deficiencies. This information is then utilized to prepare educational messages which are transmitted to the target groups using radio and audio visual media. Local monitors are responsible for organizing and working with local groups to facilitate the transfer of the information. The monitors are also the major input for a feedback system which is designed to continuously evaluate the appropriateness and receptivity of the education message as well as to identify other

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areas where additional inputs would be useful. The basic investigation work and feedback mechanism are key to the success of the program because unless the educational material is timely and relevant to the needs of the audience, the program will not be successful.

Before a functioning program can be achieved, a great deal of planning and organizational effort will be required. The GOG expects that these activities will be carried on throughout 1975 and into 1976 before actual program operations can begin.

REVIEW OF THE PLAN BY THE INTERNATIONAL AGENCIES

During the week of January 20, 1975, representatives from UNESCO, UNICEF, BID, AID, Stanford and Michigan State Universities met with the National Planning Council to review the proposed plan for non-formal education, as well as the on-going NFE programs of the various government agencies. The group reached consensus that the proposed plan is feasible under the following conditions and modifications which have now been incorporated in the Plan:

A. Program Development and Operation

1. A census of all on-going non-formal and formal education programs, health, agricultural services, public and private rural development programs, together with the population served by each according to culture, language and geography. Locations of programs and services to be located in 1,50,000 maps showing geography and communications. This is now underway.
2. Criteria for selection of program areas in the Indian Highlands must be established prior to program start up. Program initiation in selected areas should be phased to build upon experience.
3. Residents with knowledge of program areas should be selected to conduct further detailed investigation in that area. These individuals would later become monitors or trainers of monitors.
4. Research design and training of field investigators should be carried out by an interdisciplinary team of experts. The research should be directed to attitudes and practices in various areas, adequacy of existing programs and lacunae in the "educational gap".
5. Given the preceding steps, the objectives and direction of NFE for each area can be established.
6. Once the profile of the subject population and program objectives have been established, selection of program content and delivery systems best adapted to content and audience must be established. Criteria for development of program materials must be established with emphasis on self learning.
7. Program materials should be directed to motivation as well as instruction and follow-up. An inventory of existing NFE materials, national and regional should be made and then adaptability to this program studied.
8. Monitors (local residents who will promote local participation in NFE, provide distribution of materials, organize group meetings, etc.) are essential to the program and should include existing workers in

programs of agriculture, health, education, etc. Criteria for their inclusion in the program or for selection and training should be established.

Brief training programs for monitors should be developed and existing training facilities utilized. (These would include Agricultural Training Schools, PEMEP normal and regional schools.)

9. Evaluation should provide constant feedback for improvement of both program content and delivery systems as well as permanent evaluation of program impact and methods.

### B.. Organization and Finance

1. The National Junta for NFE must play a vital role in the coordination of national resources at national and local levels, as well as coordination of international contributions to the program.

2. International agencies agreed to coordinate their contributions among themselves and with the GOG and to meet periodically to achieve this coordination.

3. Project financing should derive from:

- a) a specific GOG budget assigned to the project
- b) contribution of government organizations represented in the Junta.
- c) other national and private sources
- d) assistance from International institutions

4. Project personnel must have experience or training required of their positions. Regional supervisors and monitors must have experience or knowledge of the rural areas to which they are assigned.

5. An information network must be established between participating sectors (agriculture, health, tourism, local infrastructure, etc.) and between areas and regions.

6. Program planning should be based in the most effective utilization of national, regional and international resources. The NFE program should be supportive of all national development programs and must work closely with the formal rural school system.

PROJECT NO.

20-11-570-228

SUBMISSION

 ORIGINAL REVISION \_\_\_\_\_

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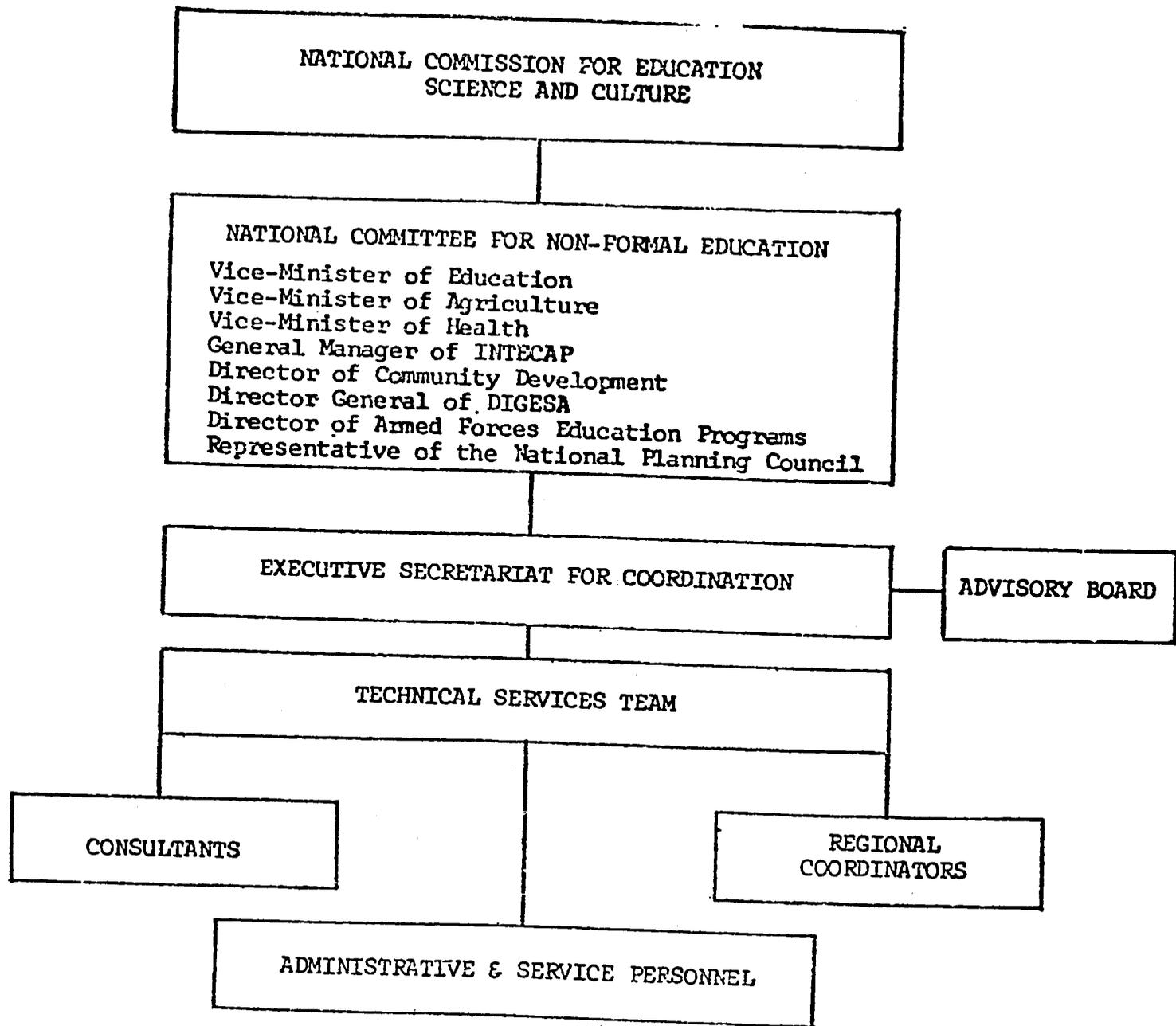
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7. The program should utilize all existing facilities and infrastructure and planned formal educational facilities for logistics support of supervision, training, distribution and general collaboration with the program.

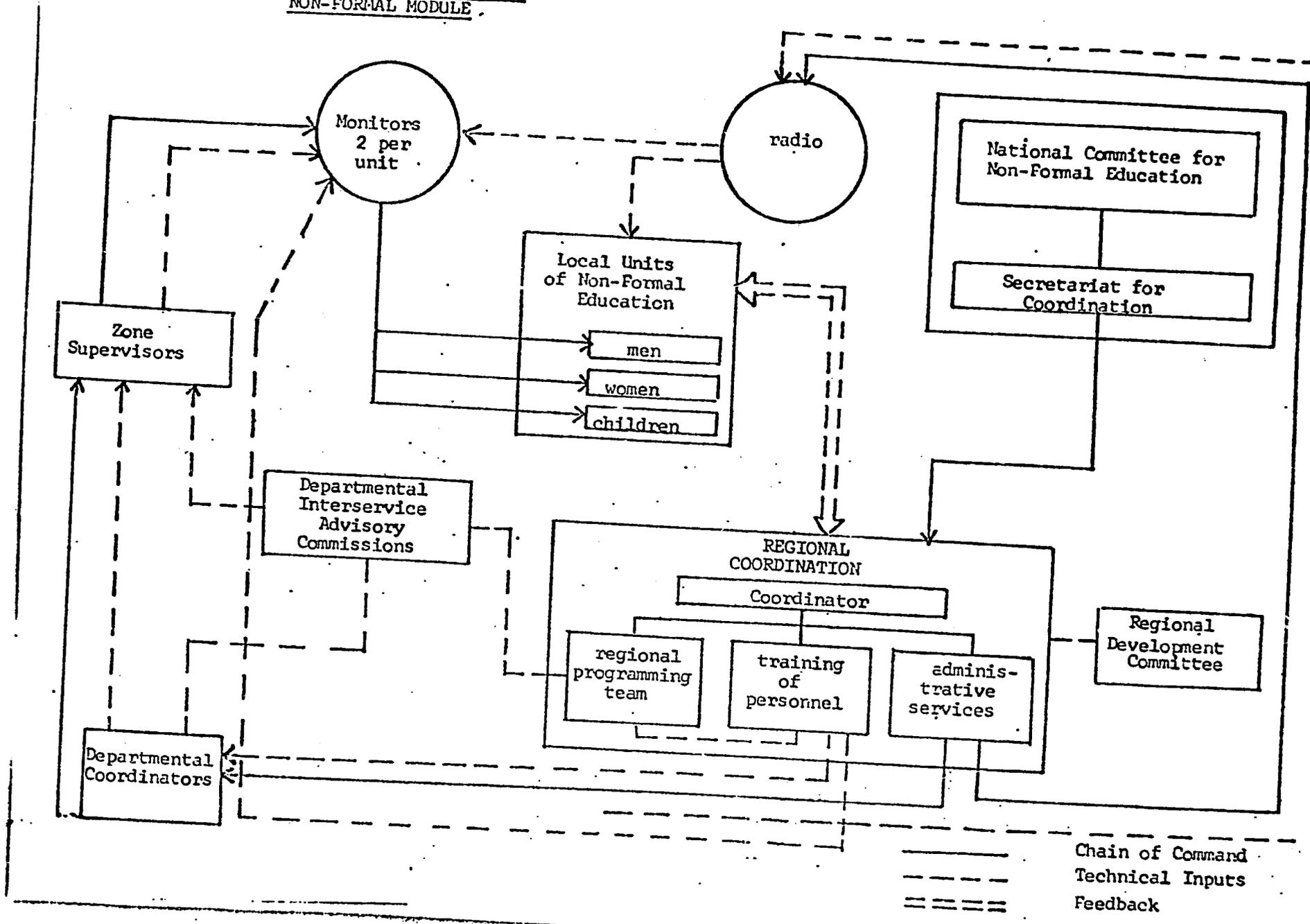
#### The first meeting of International Agencies

On February 3, 1975, representatives of UNESCO and UNICEF met with USAID to review a detailed program implementation plan and to determine the nature, amount and time table of inputs each of the agencies planned to propose to their parent organizations.

On February 7, 1975 the detailed implementation plan and role of AID, UNESCO and UNICEF were discussed with and agreed upon by Lic. Jorge Serrano of the National Planning Council. This Project Proposal reflects the foregoing meetings and discussions.



FUNCTIONAL STRUCTURE OF THE  
NON-FORMAL MODULE



**REGIONAL DIVISIONS  
NON-FORMAL EDUCATION PROGRAM**

